

# Laney College

## Graphic Arts Department

### Instructional Program Review

Fall 2012

Peralta Community College District

# Core Data Elements

See Attachment A as provided.

## The Instructional (Academic Affairs) Program Review Narrative Report

### 1. College: *Laney College*

**Discipline, Department or Program:** *Graphic Arts*

**Date:** *Nov. 13, 2012*

**Members of the Instructional Program Review Team:** *Don Petrilli, Dept. Chair, Michael Jay, Instr. Joyce Coffland, Instr. Carol Squicci, Instr.*

### 2. Narrative Description of the Discipline, Department or Program:

#### I. Industry overview:

Graphic Arts is one of the most dynamic cutting edge industries in the nation. The printing industry alone employs over 900,000 people in almost 34,000 establishments and sold over \$140 billion of products in 2010. US mean annual wage for **graphic designers** was \$48,690 in May of 2011 with California employing 26,450 designers or 1.88 jobs out of every thousand at a mean annual wage of \$57,140. There are more than 191,000 designers employed nationally. San Francisco area is 9<sup>th</sup> in the nation for metropolitan area jobs with 2,960 designers employed in the west bay alone which is 3.08 out of every thousand jobs. This part of our service area provides the highest wages in the nation with an hourly mean wage of \$33.26 and an annual mean salary of \$69,190. (from United States Department of Labor, Bureau of Labor Statistics; as shown on <http://www.bls.gov/oes/current/oes271024.htm#ind>)

#### II. Department history and narrative:

The Graphic Arts Department has been serving the greater San Francisco Bay Area for over 40 years, providing trained craftspeople to the print and related industries. This department traditionally trained students primarily in type composition and printing press operation, as well as in other supporting curricular areas. The rapid evolution of the industry due to the computer has changed the primary focus from print to a broader technology driven base. Good graphic design is now required in a number of visual communications and imaging technologies. Although the department stays abreast of changing trends in the print related segment of the industry it has incorporated the demands of electronic displays into the curriculum. The world-wide-web, interactive media and multimedia environment is demanding the addition of graphic design related to those arenas. The department focuses on general Graphic Design as the major emphasis. The make up of the Trade Advisory Committee is changing with the trends and now has individuals with varied experiences in digital imaging and design. This assures viability of the program. The program offers preparation toward an industry recognized certificate of completion, an Associate of Arts degree in Applied Graphic Design/Digital Imaging or transfer to a four-year institution. The department is participating on the state level in development of the AA-T in Graphic Design thereby insuring our students admission into the CSU system.

Laney College Graphic Arts department provides students with personal attributes and career skills in order to succeed in the competitive work environment found within the Graphic Arts industry. In order to accomplish this goal students need to bring to the program fundamental levels of education in English,

mathematics, art and personal relationship skill-sets as defined by SCANS. The department will reinforce these “soft skills” through course work and research opportunities. Examples of English abilities would be a basic speaking, writing and understanding level with a vocabulary sufficient to listen and converse on a social and technical level. Mathematics should be at an eighth grade level of computing with good understanding of linear measurement in various systems. An artistic ability with some education in basic drawing and sketching, design concepts and color dynamics would be advantages. With the advent of computer technology the demands of the student to be as current as resources make it possible is crucial to success in the program.

The department desires to provide a professional environment mirroring the workplace from which many of our students come or will go. A broadening of offerings to include highly successful segments of graphics into areas of visual communications and entertainment such as games, animation, and interactive media are natural expansions. Staff currency in technology must be a priority along with practical work related experience.

Objectives for the department are; a. to provide successful student experiences related to graphic arts professions, b. the development of skills to insure success in graphic arts related career choices, and c. to maintain a level of academic excellence to continue the community perception of this being an exemplary program.

To insure the accomplishment of these objectives it is supposed that the Faculty of the Department will:

1. Maintain currency in subject area.
2. Keep “student success” as the number one priority of each class.
3. Attempt to teach individuals with varying backgrounds, cultures, experiences and motivations on equitable terms, giving time and instruction in varying degrees to accomplish course goals and objectives and insure “student success” in measurable outcomes.
4. Consider the well being of the department part of the professional duties and obligations of employment.
5. Act as an ambassador of the department to promote program and classes.
6. Contribute to the overall curriculum offered by the department.

And that each student should:

1. Have a basic understanding of the history of graphic communications, design, printing, and electronic imaging.
2. Experience as many “hands-on” opportunities as possible.
3. Experience traditional as well as digital processes in order to build a foundation for future learning.
4. As design oriented students, be encouraged to develop creative abilities related to graphic communications.
5. As technically oriented students, learn current industry accepted standards of file development, management, and production.
6. Develop “soft skills” such as; verbal communication, reliability, team work, accuracy, and all other skills addressed in the U.S. Government SCANS survey.

The Laney College Graphic Arts Department is unique in that it is a *vocationally oriented program* dedicated to training and educating individuals to career paths within the broad spectrum of graphic arts. This differs from most programs that are liberal arts directed. Because of this unique direction, factors that influence program review and assessment must be carefully considered. Class size, course offerings, course objectives, facilities, staff competencies, and scheduling are but a few of the affected areas. The trend in this industry has become broader in scope and range to include not only the printing industry but also the vast areas of other graphic design hungry venues such as; a. the world-wide-web, b. computer games, c. interactive presentations in both industry and education and d. entertainment included in computer games, motion pictures special effects, and animation and 3-D imaging. **Recent reports related to moving the department location fail to correctly identify this unique standing. By virtue of being a “vocational” program the goals and objectives reflect a different direction from a program that would be included under an art orientation. This is of great concern to the Graphic Arts Department and if not fully understood by**

**decision making centers could completely alter the direction of the department or fully destroy the unique attributes that have served department and the community well for many years.** From all reports it is very evident that the printing industry is strong and viable and is not being replaced by the computer but being enhanced by it. The department needs to continue to support the printing part of the graphic arts. It also needs room to grow with the emerging technology. This will require support from the institution in a greater degree than has been received in previous times. The growth of faux programs on other Peralta campuses that have received instructional equipment funds, instructors and promotional support indicate that there is large enough interest in these graphic arts oriented areas to support programs throughout the Peralta Colleges.

The department anticipates further study and discussion with other “visual imaging and communication” oriented departments on the Laney College campus in order to arrive at consensus of a description for an all-inclusive department of visual communications or “Center for Design”. The clustering of similar programs and services could be beneficial to both strong and emerging departments. Students would have the advantage of finding these particular programs in one place. Faculty leadership could be shared with a larger group of individuals. Courses with common subject matters could be consolidated into fewer sections. With the proper support of the institution facilities could be multi-use and thereby serve to enhance space utilization. Although these discussions have been ongoing for many years it is understood by the department that this is a continuing process. The department is committed to following talks to a logical conclusion.

### **III. Goals and Directions:**

#### **A. College goals and directions:**

Goal #1 Student Success

Goal #2 Accreditation

Goal #3 Assessment

Goal #4 Resources

*(See attachment B for a more complete description of the 2012-2013 college goals.)*

#### **B. Department/Program alignment goals and directions to the college:**

Goal #1 Student Success:

A. Ensure that each individual student has adequate one-to-one contact opportunities with departmental faculty for enrollment advisement, course work assistance and career advisement.

B. Promote course improvement and improved educational delivery methods through development of Student Learning Outcomes and SLO Assessment.

Goal #2 Accreditation

A. Effectively evaluate the impact of fiscal decisions of the district and the college on the operational capacity of the department and the ability to deliver quality education.

B. Develop a sound plan for systematic SLO Assessment and implementation of any resultant desired change.

Goal #3 Assessment

A. Ensure faculty awareness of assessment activities and ensure faculty participation in any assessment training provided by the college.

B. Provide opportunities for student and faculty input into departmental assessment.

#### Goal #4 Resources

##### A. Personnel:

1. Work to provide adequate teaching personnel for planned degrees, certificates, and enrichment courses.
2. Work to provide fulltime or part time replacements for retiring instructors as necessary.
3. Work to provide additional support staffing for overloaded teaching staff and department chair.
4. Develop better communications with division Dean for hiring purposes.

##### B. Finances:

1. Work to procure permanent funding sources for supplies, equipment and technology, repairs, and facilities.
2. Develop non-public financial resources.
  - a. Work to develop the Graphic Arts Foundation Fund.
  - b. Develop an alumni and community donation stream.

##### C. Facilities

1. Develop a department Facilities Master Plan.
  - a. Short term
    1. Divide space for greater efficiency and use.
    2. Develop a second computer lab for increased program development in Graphic Arts and shared departments.
  - b. Long Term
    1. Work with the Laney Facilities Planning Committee to develop the Facilities Mater Plan to provide future space allocation allowing for expansion of Allied Design programs at Laney College.

##### D. Technology

1. Procure and maintain current technologies; computers, software, and peripherals, in order to provide industry standard conditions to educate a relevant work force.

##### E. Pedagogy

1. Develop new certificates in web site and mobile design.
2. Develop new programs in industrial design, interior design, etc.
3. Plan and develop a “Center for Design” regional center at Laney College.
4. Assist in the development of the AA-T in Graphic Design.

#### **IV. Completed accomplishments and incomplete plans from the Spring 2010 program review.**

##### **From Spring 2010 Program Review**

###### ***“Three Year Plan:***

*This Program Review Process is designed to plan the next three years of goals and activities for the Graphic Arts Department. The number one priority is to expand degree/certificate areas within the scope of the Graphic Designer. The goals are:*

1. *To finish expanding the Web Design courses into a Certificate of Achievement program. Using the core of courses already offered by the department as the core additional courses will be developed to round out the knowledge and skill base needed to produce graduates to supply the demand area of frontend Web Site development.*

2. *To integrate the department with other departments in interdepartmental Degree/Certificate Programs such as the Interactive Journalism Program with Media Communications, Journalism, and Photography.*

*Additional goals are:*

3. *To renovate and expand the facilities to accommodate existing program expansion and facilitate expansion of compatible programs.*
4. *To develop an Industrial Design AS Degree/Certificate of Achievement Program.*
5. *To secure sufficient staffing both instructional and classified to secure the department and provide a quality instructional environment.”*

### **Accomplishment and failures of past three years:**

1. Web Design Certificate has not been completed. The loss of the lead instructor in this task to a fulltime position at another Community college was a blow to the development of this certificate/degree. Other instructors have not picked up the process. Funding for curriculum development may be needed to complete this task.

2. Integration with other departments for the development of an “Interactive Journalism” certificate was completed. The program has not been promoted by the journalism department and therefore lies dormant.

3. Renovation and expansion of the department, an additional computer lab plus classroom remodeling, has not been advanced by the college administration. This item is on the short-term projects priority list advanced to the president through the Facilities Planning Committee but nothing has been reported to the department as to the progress of this project.

4. No development of other design-oriented programs has advanced. With the department consisting of mostly adjunct faculty the faculty members do not have time to complete scheduled tasks or maintain a quality program in already developed areas let alone develop new programs. The one full-time tenured contract faculty member is expected to perform all department chair duties (which include Program Review, Faculty Evaluations, advise and mentor faculty, create CTEA proposals and reports, , be active in shared governance, write all SLOs and lead assessment efforts, know and use TaskStream and Curricunet, review and edit the Graphic Arts Department section of the college catalog, etc.) and teach an overload schedule which requires hours of preparation and grading. Because classes in this department require expertise in specific areas not all teachers can teach all classes. The inability to hire additional faculty due to cuts made by district is jeopardizing the departments ability to deliver a quality education to an ever increasing student demand. (See 5. below)

5. The graphic arts department has had teaching staff cut and class sections cancelled. Due to errors in the PeopleSoft system the GrArts 115 class has not been able to enroll students. We have been unable to give the teacher an assignment for three straight semesters and are on the brink of losing this instructor.

We lost one dedicated adjunct faculty member to a full-time position at another community college. The department sees this loss as a direct result of district failure to adequately staff the colleges with full time contract faculty.

The department is in line for possibly three retirements of the five remaining staff within the next one to two years. One of these retirements will be the only full time contract faculty member who also is the department chair.

## **Other Accomplishments and Failures not listed in the previous (Spring 2010) program review.**

1. Since the curriculum revisions introduced in Fall 2007 the department has experienced a continual increase in all statistics except one. The increased areas can best be analyzed in increased FTES, productivity, retention, persistence, job placements and an explosion in Spring 2012 of degrees and certificates granted. The area that has not had an increase is FTEF.\* The assumption is that the department is doing an increasingly better job with fewer faculty. The fear is that the ever increasing student loads will create an exodus of our faculty to other higher paying institutions as already experienced or will prompt others to an earlier than expected retirement.

\* See Attachment A

2. Despite the cuts in courses the department has been able to maintain the Graphic Arts 231 Introduction to Graphic Design course, although not connected to a Degree/Certificate, which is critical to the department's ability to recruit students. This class acts as an introduction to non-majors and students surveying possible areas of interest and thereby partially populates most of our beginning level courses. As work is being done on the AA-T in graphic design to the CSU's it appears that this course will become one of the required courses. It will require minimal curriculum adjustments in order to do so.

3. The department has been able to develop a "Fee Based" course in animation. This course may play an important role in the future as many graphic designers are being asked to produce moving graphics. It has been a struggle to get this course shown in the college schedule.

4. Until this Fall 2012 semester the department has been able to stay current with technology requirements. The introduction of Adobe CS6 requires 64 bit processors in the Mac computers. This makes all of the computers in lab A154 obsolete. This lab is a support system lab for most of our students by being available to them most any time as an Open Lab area. Most of our students do not access to up-to-date computers in their homes. Last semester it received heavy usage while this semester it is receiving almost zero traffic due to the obsolescence of the software caused by the department's inability to install on the obsolete computers in this lab. The department feels that this is contributing to a trend of fewer assignments being completed and of those being completed a lower standard of quality being applied.

5. The department feels confident about the increased sophistication of its main teaching computer lab. Fall 2012 brought a move from a workstation based support system to a server-based system. Although this is a more efficient system it has proven to be somewhat more difficult to maintain as the department is more dependant on outside IT help on the windows based server. A number of detailed problems have occurred and although the department has received excellent response from campus IT the problems are not being resolved. This is also the situation with our Mac support IT assistant. He is either not given or is unable to apply enough time to our lab in order to correct our problems. Faculty is being left with "work around" solutions that are not optimal for teaching situations.

## **V. Departmental plans for the next three years. For the Fall 2012 Program Review**

Under current fiscal conditions the department has been unable to accomplish most of the Spring 2010 Program Review goals. The department feels that these goals are still the most important items that could be accomplished within the next 3 years. These goals are;

1. The development of a Web Design Certificate/Degree.

Justification: The majority of entry level positions for individuals trained in graphic design occur in the web design area as “Junior Web Designer.” A recent Google search for Junior Web Designer Jobs resulted in 29,600,00 hits. Of course these represent repetitive placements of the job being advertised but the significant point is that most of these posting show graphic design as a premier job qualification. Our current Applied Graphic Design degree/certificate fills the need except for the specialty requirements for the web. Completion of the Web Design degree/certificate will provide additional employment opportunities to our students.

2. In the very near future the renovation of the department:

a. First and foremost an inexpensive remodeling of the A152/A154 area.

Justification: This renovation would make for better use of our teaching facility by providing additional lecture/lab space. This would allow the department to provide better scheduling of classes and provide immediate opportunities for the offering of classes to our night students. This would allow and evening student the ability to major in Applied Graphic Design by taking evening classes only. This would also provide a much improved teaching environment in our computer lab.

b. The completion of plans to divide A152 into three usable spaces, one to include the combined Graphic Arts/Photography computer lab.

Justification: Although this item has advanced through the Laney Facilities Planning Committee as a prioritized “Short Term” project nothing has been started or discussed. This project would benefit two departments and their ability to provide quality facilities for digital technologies.

3. The development of other design oriented programs such as industrial design, interior design, game design, etc.

Justification: The East Bay Community is rich with creative people each desiring to develop their interest in a design area. The addition of other programs that are being provided to students in other areas of the country is an advanced proactive endeavor rarely considered by an established educational institution. A forward thinking Laney has an opportunity to be a leader in this vision. It is the intention of the Graphic Arts Department to go beyond the boundaries of Graphic Design and create a “Center for Design” where creative visionary individuals will gravitate to for the opportunity to develop their interest in order to benefit our society. Imagine what it would mean if creative people saw Laney College as the place where modern comfortable furniture and fixtures were inspired, where interiors of homes and businesses were laid out in a inspirational and environmentally sound design, where information was delivered to our society in graphically pleasing yet convincing presentations, where individual and group entertainment was developed and more.

4. The development of a full and versatile faculty with student success as the prime motivator.

Justification: The department finds itself in a precarious position with the loss of a very competent adjunct faculty member as a full-time faculty to another community college, the possible loss of another adjunct faculty member because of systematic inadequacies in not recording curriculum corrections in a timely manor and the class being cancelled for three straight semesters, the possible loss of another adjunct faculty member due to health considerations, the possible loss of one other adjunct faculty member to retirement and the only full-time contract faculty member also due to retirement. Graphic Design is not a discipline that every teacher has or needs to have the same qualifications. The design principles instructor is different from a software specific instructor. Many and probably most qualifications come from varied trade and career experiences. Individuals capable of and

willing to apply their talents in the classroom are rare. Therefore, the search for replacement faculty needs to be started before the current faculty leaves.

### 3. Curriculum:

a. *Is the curriculum current and effective?*

The curriculum is current and effective as evidenced by students being turned away from entry into the program due to closed classes, wait list for most classes and an increase in FTES, productivity, retention, persistence, job placements and an explosion in Spring 2012 of degrees and certificates granted.

*Have course outlines been updated within the last three years?*

No.

b. *Please indicate how many active courses are in the department inventory.*

The Laney College Catalog shows 29 active courses. Of these 29 courses 9 are scheduled for deactivation. Not all courses are offered every semester.

c. *How many of those have been updated in the last 6 years?*

In Fall of 2007 the department initiated a total curriculum revision. Since that time students are being turned away from entry into the program due to overfilled classes, wait list exist for most classes and an increase in FTES, productivity, retention, persistence, job placements and in Spring 2012 of increased numbers of degrees and certificates have been granted.

d. *If courses have not been updated within the last 6 years, what plans are in place to remedy this?*  
(see e. below)

e. *Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?*

A total curriculum review was scheduled for Fall of 2012 but the Program Review process was moved up to the Fall 2012 semester because of concerns about accreditation. This made a curriculum review impossible to complete. The curriculum review will now take place after program review and is actually simultaneously in progress.

f. *What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)?*

It is the understanding of the department that the SLO and assessment process is the tool for curriculum improvement, updating and enhancing, in active courses. The deactivation of 9 classes not being offered or obsolete is the first part of curriculum review with the GrArt 131 Digital Documents (QuarkXpress) already deactivated. Secondly the updating of course outlines will take place.

Available time of the department chair will dictate completion of this task. It is understood by the department that faculty are first and foremost responsible for the quality of educational delivery to the students and that other functions must be considered secondary to classroom responsibilities. Since the department has only one full-time contract faculty member, that teaches an overload of classes, additional administrative duties will naturally be delayed. (see chart next page)

Plan to Deactivate Course (provide dated)	Faculty Assigned to Course to Develop the SLO	Fall 2012 Date to Complete SLOs	Date/s to Complete Assessment of the SLO		Use of Assessment Data to Improve Course, instructional practice and/or student learning
			Fall 2012 Assessment Scheduled	Spring 2013 Assessment Scheduled	

Graphic Arts 141  
 Graphic Arts 212A  
 Graphic Arts 231

This course doesn't exist in our catalog.

December					
	Coffland	December			

*Have prerequisites, co-requisites, and advisories been validated?*

During the submission process of the new curriculum in Spring of 2007 for Fall of 2007 implementation, all pre-requisites, co-requisites and recommended preparations had to be validated for curriculum approval.

*Is the date of validation on the course outline?*

During the submission process of the new curriculum in Spring of 2007 for Fall of 2007 implementation, all course outlines were inspected and approved by the Laney Curriculum Committee and CIPD.

- g. *What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum?*  
 Student Learning Outcomes have always been incorporated in Graphic Arts courses. Career Technical Education is outcome based. The requirement for students to obtain certain knowledge and skills in order to be prepared for the workforce is self-evident. The task for Graphic Arts is not to create SLOs but to institutionalize them in writing. Systematizing and validating the assessment process and implementing any indicated change for improved educational delivery is the purpose of the exercises and the intention of the department.

*Are outcomes set for each course? If not, which courses do not have outcomes?*

Yes. Outcomes were originally submitted as hardcopy as requested and then entered, to my knowledge, twice into TaskStream. If a report indicates otherwise then the report or TaskStream is flawed.

- h. *If applicable, describe the efforts to develop outcomes at the program level.*  
 Task completed.

*In which ways do these outcomes align with the institutional outcomes?*

## **Laney College Institutional Learning Outcomes (ILOs)**

### **Communication**

Students will effectively express and exchange ideas through various modes of communication.

### **Critical Thinking and Problem Solving**

Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

### **Career Technical Education**

Students will demonstrate technical skills in keeping with the demands of their field of study.

### **Global Awareness, Ethics and Civic Responsibility**

Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

### **Personal and Professional Development**

Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

Departmental course outcomes align with the ILOs by:

*Communications:* Graphic Design is communication. Visually it is the sole purpose of a graphic design to; a. motivate, b. inform, or c. entertain. In addition to all projects and assignments showing the ability to communicate a specific and directed message to a mass audience, most projects are presented verbally and graphically by the student to a group of their peers.

*Critical thinking and problem solving:* All SLOS indicate the ability to identifying relevant information, evaluate alternatives, synthesize findings and implement effective solutions. This what is required of an accomplished Graphic Designer. The GrArts 112 class specifically addresses the problem solution sequence.

*Career technical education:* It is the department's opinion that this ILO is narrow and short sighted, noting skills alone, and indicates an institutional misunderstanding of the complexities of career technical education in a world of modern technological needs. The demonstration of **trade related skills** alone is not inclusive of CTE program curriculum. CTE not only teaches *skills* but also **an awareness and application of SCANS abilities, an application of knowledge as related to a trade and its place in the economy, knowledge of the history and future of the trade, and the ability to be creative and visionary, and problem solving and critical thinking** abounds throughout CTE departmental SLOS.

The lack of understanding of CTE could account for the perception promoted around this college that transfer curriculum services everyone while CTE is only for a few lesser than academic individuals. Perhaps this misconception accounts for the neglected CTE facilities needs found throughout Laney's 19 CTE programs. Lately only those programs that are able to get large grants are supported. These grant funded programs are given attention to program and project approvals while the others are left to find funding pools that are becoming increasingly smaller. These unfunded programs are not less important to the industries they serve and are vital to the community. The lack of understanding could also account for the realignment of facilities prioritization lists of improvements, short-term and capitol projects, provided to administration by the Laney Facilities Planning Committee, a participatory governance committee.

- i. *Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.*  
 Program Outcome  
 Each student will:  
 1. Be employable at an entry level in a graphic design, graphic technician, pre-press, pre-flight position, or web design.  
 Measurement Tool:  
 Results received from the RP survey as initiated by LCTEAC and funded individually by specific CTE programs.
- j. *How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes?*  
 The department just received the ILOs with this document template. To my knowledge there has been no training on this part of the SLO/PLO process. It is my understanding that our software is only very recently capable of completing this task. The department looks forward to being able to complete this portion of the SLO/PLO/ILO process.
- k. *Recommendations and priorities.*  
 It is recommended that the college find funding to provide those departments that request clerical assistance to complete these required task.

#### **4. Instruction:**

- a. *Describe effective and innovative strategies used by faculty to involve students in the learning process.*  
 Graphic Arts students must be involved in the learning process. It is not a passive subject. To be a student in this department one is constantly involved in projects requiring a creative yet systematic solutions to a need or problem. All assignments and lectures are centered around actual job requirements and everyday application of the graphic design process.

*How has new technology been used by the department to improve student learning?*

Funds have not been available for new technology.

The last technology purchased (over 5 years ago) that has had an enormous impact on student learning was the control system in the computer lab allowing the instructor to see every individual desktop computer at any time. There is a great need for the A-153 computer lab to be remodeled to provide a better learning environment. Students are unable to see projection screen due to size, placement and distance of the screens. The use of the internet for student access to assignments and instructor created supplementary support material has been beneficial to students.

The purchase by CTEAC of a service for posting instructor created videos is invaluable to students learning complicated software programs. It would be sorely missed if discontinued.

- b. *How does the department maintain the integrity and consistency of academic standards within the discipline?*  
 By being the graphic arts industry trained professionals that we are.
- c. *Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know?*  
 (See 3c. Curriculum above)  
*Identify factors that are affecting enrollments.* The factors that inhibit further enrollment into the department and future expansion of the design area are limited faculty, course section slashing, the inability of the institution to be flexible and make scheduling changes that cost nothing, lack of response and

communication from administration in the hiring process, and the overall despicable handling of the California economy by the legislature.

- d. *Are courses scheduled in a manner that meets student needs and demand?*  
Yes.

*Please describe the criteria and considerations used in the scheduling process.*

1. Facilities availability. The ability to offer three courses a day in our computer lab.
2. The ability to offer required courses at least once every two semesters. Avoid conflicts that would keep students from completing in 4 semesters.
3. Student demand. Ensure that there are enough sections offered to meet student demand. (Not possible under current budget constraints.)

- e. Recommendations and priorities.

Hire more instructors with a priority on the replacement for the one full-time instructor before he retires. This will create a smooth transition for the department by allowing for everyday training and mentoring necessary to understand the pedagogical philosophy inherent in our program.

## **5. Student Success:**

- a. *Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department.* (See attachment A for data.) (See 3c. Curriculum)

*What initiatives can the department take to improve retention and completion rates?*

Although the department has made tremendous strides since 2007 as indicated in the data any department can improve. Completion rates will improve on their own through better persistence rates and persistence rates will improve on their own through better retention rates. The biggest problem seems to be retention. Some retention difficulties are out of the department's control yet instructors can give more attention to students that show signs of struggling with a course. A strict self-evaluation of an instructor's teaching techniques on content specifically difficult or historically challenging for students is necessary. The instructor should use SLO assessments to identify less than acceptable results from a subject or unit and then make adjustments to the way the information or skill is delivered. The challenge is not in "dumbing down" the curriculum but to "smarten up" the teachers.

I have no data on the ability of full-time instructors to reach more students but the logical conclusion would be that if an instructor doesn't need to spend the day on the freeways in order to make a living they would not need to rush in and out of the facility at the beginning and ending of every class. They could be more involved in the student's learning process, more involved in the institutional support for students and more able to put time into the success of their classroom. Instructors need to have time for their classes. Perhaps the question for this section should read, "What can the college do help teachers have time to be more effective teaching, listening and improving their classroom for greater student success?"

- b. *Identify common challenges to learning among your students?* In the past the department contacted students that dropped class. This was for the purpose of establishing if there was any group of reasons or a single reason for a student to drop out. The results were that student's reasons for leaving were as diverse as our student body. There is no common challenge to staying and learning. Each student's situation must be approached in the context found and the student helped on an individual basis.

*What services are needed for these students to improve their learning?* Whatever it takes to meet a student's individual needs.

*Describe the department's efforts to access these services.* When and if a student's needs can be identified and Laney has a service for that particular situation the department attempts to inform those services of the situation and try to get the student to contact the service and ask for assistance.

*What are your department's instructional support needs?*  
Another full-time instructor.

- c. *Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level.*

The program and the department are one and the same. The department agrees that the assessment of student learning is not a departmental or program responsibility. It is the individual instructor's responsibility. The department or program's effort is to assess how effective a class is in context of the total program. Since the program in Graphic Arts is a true program the concepts and skills a student acquires in one class must be repeatable in subsequent classes. Classes are not individually conceived but consist of an entire conglomeration of classes for a student to learn what is necessary in order to be proficient as a graphic designer. It is therefore quite evident to other instructors if an instructor is not teaching the required skills and knowledge expected to be present when a student advances from a previously required course. If the instructor is properly assessing the course SLOs, that were established with the program in mind, making adjustments as necessary then student learning will take place and PLOs will be met.

*In which ways has the department used student learning assessment results for improvement?*

Instructors have made adjustment to lectures, presentation and assignments to clarify a concept or skill.

- d. *Recommendations and priorities.*

It is recommended by the department to make it a college goal to provide teacher's with more time to implement their planned changes as a result of assessment. One way to do this is to increase the full-time instructor's at this campus. Most full-time instructors, not department chairs, have some time to put toward these improvements. It could be supposed that if quality and quantity time is allotted to instructors to improve each individual class that increased student success would naturally follow.

*Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.*

## **6. Human and Physical Resources (including equipment and facilities)**

- a. *Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.*

Graphic Arts Department as of Fall 2012 Level of Staffing:

### 1. Faculty

#### A. Full-time Tenured Contract Faculty.

1. (1) One full-time tenured contract faculty member.

The single full-time faculty member in the department is the only truly qualified member of the faculty to teach the general foundation graphic design courses. These courses consist of,

#### Fall Semester Only Courses

- GrArt 111 Elements and Principles of Graphic Design

#### Spring Semester Only Courses

- GrArts 112 Creative Process and Solutions,
- GrArt 114 Graphic Design Technology  
Flexibly Scheduled Course (Can be found offered in Fall, Spring, or Summer Semesters)
- GrArt 113 Typography
- GrArt 132 Digital Documents (Adobe InDesign)
- GrArt 121 Applied Graphic Design 1
- GrArt 122 Applied Graphic Design 2
- GrArt 123 Applied Graphic Design 3

This faculty member also serves as the department chair requiring a list of extra obligations to the college and the department. The courses listed above require a large amount of project grading that would best serve students if completed on a weekly basis. This is impossible under current staffing conditions. In addition full-time faculty must be involved on the institution level through the participatory governance process and community partnering opportunities. These demand make this position more than one person can reasonably manage. The department chair duties become unmanageable, classroom quality and response to student need is less than admirable effecting student success rates, and an overloaded schedule is necessary because this is the only faculty member qualified to teach certain classes. These classes must be offered to make it possible for student degree/certificate completion. Such conditions result in general departmental needs not being addressed. As many duties as possible have been delegated to willing adjunct faculty members. This full-time faculty member will probably retire at the end the Spring 2013 or Spring 2014 semester. This will leave the department without leadership. This could lead to an eventual collapse of the quality education now provided by the department.

RECOMMENDATION: It is highly recommended that a full-time faculty member capable of teaching these specialized classes and capable of visionary leadership be recruited and hired before the current faculty member retires.

#### B. Part-time Adjunct Faculty

1. (3) Three part-time faculty that are employed every semester.

These faculty members teach specialized course work requiring expertise in either specific computer software or broad based design experience. Adjunct faculty is limited in the number of courses they may teach. Two of the department's adjunct faculty could teach an additional short term 8 week course or 1 additional unit. The department only offers one such course, GrArt 230 Computer Basics for Graphics. GrArt 230 is offered only once a semester, based on student demand, and is taught by the third adjunct faculty member. None of these individuals would be able to take the load off the full-time faculty member.

2. (1) One part-time faculty employed if class enrollment allows.

This faculty member has not been able to fill a course section, GrArt 115 Web Site Design, for the past three semesters due to a computer complication with the pre-requisite requirement. The department has attempted to remedy this problem in various ways including a course outline adjustment through the Laney Curriculum Committee process and was passed through the Peralta District CIPD. The out-of-date pre-requisite remains in the computer system and will not allow students to enroll in the class. The department has begun anew this process to see if a second time achieves the desired results. It is not

known at this time if this faculty member will be available in the future. This is a specialized subject and finding a replacement may be very difficult. This is also one of the important positions in the development of the Web Design Degree/Certificate.

3. (1) One part-time faculty position open.

At the end of the Spring 2012 semester the faculty member holding this position was recruited and hired by another community college to a department chair full-time faculty position. The department attempted to fill the position through efforts put forth by faculty and the department chair. Slow response from administration did not allow an early hiring thereby not allowing enough time for the recruitment efforts that are necessary to fill the course. Efforts are currently going forth from the department to keep this situation for reoccurring.

2. Classified/contracted staff.

A. Computer Lab Technicians.

1. (1) One part-time Apple specialist lab technician.

The department currently contracts through the use of CTEA funding a part-time Apple specialist lab technician. The duty of the technician is to maintain all computers and systems in the department and maintain the department page of the Laney College web site. In the past years this has been a great addition to the functional efficiency of the department's teaching facility. The department has enjoyed a trouble free teaching environment. This year through advisement of campus IT the department decided to go to a server based file management system for handling the student-teacher file submission. This has resulted in conditions that are less than what the department has become accustomed. A server that is a "Windows Operating System" based device causes the situation. The department's lab technician must rely on campus IT to fix problems on windows components. Campus IT has been responsive to departmental needs and has built "work arounds" for now. But, the problems are not being fixed and these "work arounds" create difficulties in teacher/student relations.

Before Fall 2013 semester updated software was installed. The department has experienced some difficulties with this software. We have not been able to get a response from the Apple lab technician to get these fixed.

RECOMMENDATION: It is recommended that at least one of the campus IT support team be specialized and "Apple Trained" and certified and that all other campus IT staff are able to support Apple computers.

2. (0) Classified staff.

The department has requested classified assistance in the past in the form of clerical assistance and teacher's aids. The department has asked that in an effort to get some of the smaller departments some assistance with clerical support that a small number of departments might be grouped and one full-time clerical assistant be hired and assigned to these departments. The need for and precedence of departmental clerical assistance is seen in Physical Education. All departments have the need for clerical assistance. The use of faculty for this work is an inefficient use of teachers.

In the past all such efforts by the department to get classified assistance in the clerical area and teacher's aids in the classroom has been totally ignored.

b. *Describe your current use of facilities and equipment.*

1. Facilities.

The department currently has ample facilities for the program being offered. It has little room to expand. The facilities are not configured for optimal use. The department would like to be able to offer more than one class in the A153-A154 area at a time. Reconfiguration of the walls and soundproofing would allow this area to be very efficiently for multiple classes concurrently.

A-152 is a large facility that could be remodeled into three very productive areas. It, at times, looks underutilized but the way the department operates, it is possible that the facility is in use by classes and individuals at any time day or evening. A152 also doubles as a College meeting room when larger space is needed and the meetings fit around scheduled classes. Meetings often keep students from independently using the facilities for assignment and project completion. Providing space for students to work on assignments and projects in the region that Laney College services is important for student success. Not many students have their own space conducive to doing quality work.

The main use of A-152 is the large classroom lecture space. Some of the general design classes, GrArt 111 and GrArt 113 specifically, have been know to have an enrollment as large as 60 students on the first day of the semester and average around 40 to 45 students. If this space were to become unavailable to the department and classes were moved back to A-140 they would need to be reduced to a maximum of 25 students. This would adversely affect FTES, productivity, retention and graduations. This would move the department back to levels where it was highly criticized for having low productivity, small classes and few graduations.

Renovation plans for A152 call for a large smart classroom which could still be used for meetings, a computer lab to be shared with the Photography and possibly media Communications departments and a projects work room.

2. Equipment.

Most of the equipment used in graphic design revolves around computers and computer peripherals. In the current world this requires updating of computers on a 3 to 5 year schedule. Software is constantly being upgraded.

All of our computers are now 5 plus years old. With new software comes new computer requirements. For the most part the department has been able to stay ahead of increased capability needs due to software changes. With the advent of software that requires 64 bit processors the department has found the need for 30 new computers to replace obsolete computers in room A154. These old computers are practically useless to the department since we cannot install the new Adobe CS6 software currently in use in our teaching lab.

If renovation for A-152 is delayed new tables and chairs are needed. The existing tables are becoming unsafe as the support legs are beginning to collapse. The chairs were salvaged from the scrap pile under the tower building over 5 years ago.

A new laser printer is needed in the A-153 computer teaching lab. The old one will now feed only from one tray and is sending false messages to the student about being out of toner and paper.

We have not had any repair budget for some time.

3. Supplies

This subject seems to have been left off.

The department has been fortunate in the past to have support from the graphic arts community. With hard times in the economy donations of supplies has been severely cut back and is not expected to rebound. We have not had the need to purchase paper for many years. Our supply is just about depleted along with toner supplies. With increased fees for classes and textbooks students are not able to purchases appropriate supplies for projects. It has been many years since the department has had to supply students with these materials. In the past perhaps 10% of the students needed assistance with materials and supplies. It is estimated from requests this semester that 50% of the students have need for some assistance.

## RECOMMENDATION:

1. It is recommended that the college allow a lab fee to be charged according to each department's need on a class-by-class basis.
2. It is recommended the college purchase a computer printing for pay system as is used by many colleges.

c. *Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)?*

No, on all accounts.

1. Human Resources.

If all things were expected to remain as now constituted then the answer would be a conditional yes. The reality of the situation dictates a negative response. With pending retirements of two to three faculty members within a year, considerable need for clerical support, and a class on the schedule for next fall without an assigned instructor the department's needs in the area of human resources are great. If steps are not taken in the very near future to fill the faculty positions Laney College is in jeopardy of losing the program, possibly the finest Graphic Design program for the price in the Bay Area.

2. Physical Resources.

Renovations that have been planned and slated for this area are of minimal cost and provide more effective education delivery facilities. Student success would be increased and the department would be able to grow. It has been shown that this department has been able to plan and implement changes that show admirable increases in productivity, retention, persistence, and granting of degrees and certificates. These needs have been expressed elsewhere in this review.

3. Equipment

Obsolete computers need to be replaced immediately. Five (5) year old computers should be expected to show the heavy use by students in the form of increased breakdowns. When a computer workstation is lost class size decreases by one student for every class dependant upon that workstation. A printer that is showing signs of wear needs to be replaced. If students are unable to print assignments there is no need to teach. Graphic Arts is a hands-on curriculum teaching career related skill and knowledge. Students must experience on-the-job situations for the best results.

Safe tables and chairs are needed in A-152. The tables now in use for students and meetings were retrieved from the scrap area at the last cosmetic clean up under President Chong. These tables present a liability risk for the college and district should any injuries occur. Purchase requests for new tables and chairs were put off pending the remodeling of A-152. With the delays and lowering of the priority for this facility renovation it now has become a safety issue and needs to be remedied asap.

4. Location.

The location for this department is perfectly fine. The only drawback is that any expansion of the program is impossible. The draft Facilities Master Plan for the next 30 years that is currently being produced shows a location change. It shows a decrease in assigned square footage for the department and there exists great doubt as to the ability to adjust the new facility location to the needs of the department. An example of a need is higher than average ceilings for projection systems in computer teaching labs. The same is a need in lecture space. There is also no consideration for the addition of other design programs.

d. *What are your key staffing and facilities needs for the next three years? Why?*

1. Staffing needs.

A. The first consideration should be for next semester.

- The department needs to hire one adjunct faculty to replace the one that was lost to another community college.

B. The first consideration should be for next year.

- The department needs to hire one full-time general graphic design instructor to replace the retiring faculty member.

C. Within 3 years.

- The department will need to hire at least two adjunct faculty members for possible retirements.

**Request for Replacement Full-Time Faculty Position**

[1.0 FTEF]

**JUSTIFICATION**

**Criteria 1: Percent of Full-Time Faculty in Department**

Data Source: \* /PED, Peralta Mainframe, Academic Year 10-11  
 [Whatever data source is used here should also be used for Criteria 4.]

Data for Fall 2010:

	# of F/T
Contract FTE	.9
Hourly FTE	2.22
% of F/T Faculty	27.35%

**Criteria 2: Semester End Department Enrollment Pattern for Last Three Years**

Data Source: Laney College Profile, Fall 2007  
 [Whatever data source is used here should also be used for Criteria 3.]

	Enrolled 2008-09	Retained	%	Enrolled 2009-10	Retained	%	Enrolled 2010-11	Retained	%	Enrolled 2011-12	Retained	%
Fall	493	299	75%	459	228	74%	524	263	81%	504	258	80%
Spring			%			%			%			%
TOTAL			%			%			%			%

**Criteria 3: Meets Established Class Size**

Data Source: Laney College Profile, Fall 2007

Productivity	2007-08	2008-09	2009-10	2010-11	2011-12
Fall FTES/FTE	10.82	13.06	14.14	14.38	14.39
Spring FTES/FTE	12.55	14.17	15.19	15.5	

Aver .Class Size	2007-08	2008-09	2009-10	2010-11	2011-12
Fall	34.9	29	29.8		33.6
Spring	33.9	36.5			

**Criteria 4: Percent of Full-Time Faculty in Comparable Department at Other Colleges**

Data Source: /PED, Peralta Mainframe, Academic Year 10-11 for Laney, Merritt, Alameda and Berkeley City College (formerly Vista)

Data for Fall 2010: [Use same data/years as Criteria 1]

	Laney	Alameda	Merritt	Vista
Contract FTE	.97			
Hourly FTE	1.92			
% of F/T Faculty	%	%	%	%

**Criteria 5: Position is Authorized and in the Budget**

Graphic Arts has in previous years had 2 full time contract faculty. The last one is about to retire leaving the department without a full-time instructor.

**Criteria 6: Upon justification to the District, a College may be granted a faculty position to start a new program or to enhance an existing one. [Use if applicable]**

[NAME] Department	F/T instructors	# students Fall 2007	Productivity (FTES/FTE) Fall 2011	Productivity (FTES/FTE) Fall 2011	Avg. class size
Laney			Fall 14.38, Spring ____	Fall 14.39	Fall 33.6, Spring ____
College of Alameda			Fall, ____, Spring ____		Fall ____, Spring ____

Berkeley City College			Fall __, Spring __		Fall __, Spring __
Merritt			Fall __, Spring __		Fall __, Spring __

**Criteria 7: Additional Justification.**

It has been argued in the past three Program Reviews and every Annual Program Update spanning nearly 6 years that the program is in need of preparation for pending retirements of the full time faculty. The previous replacement of the first retirement of the two full time instructors was covered by part time instructors being assigned courses from the load and the remaining full time faculty member taking on extra service hours. The time has now come for the highly likely retirement of the final full time instructor. This would leave the department without any full time instructors. Also, critical is the fact that without the exception of possibly the software class instructed by the current final full time instructor that the other courses are beyond the scope and expertise of the remaining faculty. This is a field of study requiring one to specialize within the discipline. An instructor capable of teaching the design theory and applied design classes, which make up the core of the graphic design curriculum, is an absolute necessity for survival of the program. The program has been growing steadily since the curriculum upgrading six years ago. Failure to hire a full-time instructor for this department no later than Spring 2013 (Spring 2014 if the instructor can be convinced to stay an additional year) will result in a program not able to graduate students.

**2. Facilities needs**

**Laney College  
Facilities Needs Table**

Please list needs in order of priority within a particular category.

**Maintenance (Infrastructure)**

Deferred	Preventative	Ongoing	Emergency
Floor drains stink Cables hanging in A-154	Overhead drain pipes Leaks in ceilings	Air quality Loss prevention measure, (Security cameras, window bars)	

**Maintenance (Graphic Arts Facilities)**

Deferred	Preventative	Ongoing	Emergency
	General sanitary care of wash basins. Periodic wiping of door handles.	Routine cleaning of facilities; Dusting Sweeping White Board Cleaning Periodic Mopping	Emergency night safety lighting

**Reconstruction**

Refurbish	Remodel	Renovate
		Renovation project A-153-A-154 Phase 1 A-152 Phase 2

## New Construction

Short Term 1-2 years	Mid Term 2-3 years	Long Term 3-5 years

### Definitions of Categories

#### Maintenance

**Deferred** – Items that should be routinely performed on a regular basis and previously identified within Program Reviews/Unit Plans and have not been remedied, but are needed in order to maintain a safe and workable educational environment, etc. Maintenance issues/conditions that could be temporarily postponed in lieu of other pressing items that may need more immediate remedial action to be taken without jeopardizing the safety of the occupants, but which could eventually lead to costly repairs in the long run if deferred too long. **Examples:** Operation of facility with some lights burned out but still adequate lighting level to perform a given activity safely, dirty air filters, squeaky operating hinges.

**Preventative** – Items that can be systematically identified and addressed at an early stage with minimal cost/impact in order to avoid a potentially more costly repair down the road and/or potentially lead up to an unsafe condition. **Example:** Scheduled air handler motor oiling to prolong smooth operation, air filter replacement to prevent dust collection in ductwork, scheduled floor waxing to extend floor life,

**Ongoing** – Items that are to be maintained on an ongoing/continual schedule of things that are expected to occur/wear out in order to assure the proper and safe operation of a given component of any building/facility/equipment during the lifecycle of a facility, i.e. **Example:** Scheduled janitorial cleaning, refuse removal, light bulb replacements, replenishing expendable supplies such as soaps/paper towels if provided in a given facility,

**Emergency** – Items/situations that may occur or present itself at any given moment needing immediate attention to assure the safe/continual operation of a facility and/or piece of equipment, which if unaddressed by appropriate campus staff could cause the facility/equipment to be unusable or unsafe for student occupancy/use. **Example:** Discovery of a new roof leak after a heavy storm that could damage vital computer lab equipment needing immediate protective covering, inoperable lights in a given classroom during scheduled class times, a faucet/water line leak with potential flooding, broken glass in windows/doors posing immediate personal harm and/or security issues, electrical sparks/arcing,

#### Reconstruction

**Refurbish** – Utilize existing equipment/furnishings and apply new finishes, fixtures and/or repair in order to accomplish a required objective/function and keep a given piece of equipment and/or lab in proper and safe operation, but not requiring any other spatial modification. **Example:** Minor work as required to recondition a piece of equipment to continue to operate as needed such as the refurbishment/replacement of a delaminating lab counter top, leaky faucet, inoperable entry door hydraulic closer,

**Remodel** – Utilize existing spaces and apply new finishes, fixtures, to create a newer/up to date space to provide a more conducive educational environment, most likely not requiring any restructuring or relocating of doors/walls. **Example:** Minor to medium level of work that may be required to remove existing vinyl floor tile that may be lifting due to water damage and replacing with a fully adhered sheet vinyl flooring, or repainting wall surfaces that may be in need of new paint due to peeling and/or vandalism, modifying an existing counter to accommodate ADA accessibility,

**Renovate** – Utilize existing spaces/equipment to accommodate a new/modified layout in order to make a more conducive educational environment, possibly requiring the demolition and/or relocation of a door/wall or upgrade of the power supply in order to allow for the safe and proper operation of the new space and proposed equipment. **Example:** Medium to major level of work that may be required, such as addition of power poles and cabling to create a new computer lab in a space previously used solely as a lecture room, adding walls/doors to create a new space within the room,

### 3. Technology needs

The department depends on reliable up-to-date computers. This is the primary tool in Graphic Design. The computers in our teaching lab are 5+ years old. Although they may be able to service the department for a short time more the computers in A-154 are obsolete. Students do not have access to open computers if a full class is being taught in the A-153 lab. Laney students need access to computers on a daily basis to complete

assignments and projects. It has become a reliable process to provide students with useable computers. This is done by transferring the older computers in A-153 to A-154. The computers now in A-154 are obsolete for our purposes since they will not run the current version of the Adobe Software. The department needs 30 new computers for the A-153 teaching lab. This would then allow transfer of the older computers into A-154 and provide the much needed space for students to complete their work, and with renovations of the facility for additional classes.

The department needs a new projector for the computer lab and a smart classroom environment in A-152.

- e. *If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.*

The department has been fortunate that through foresight and planning it has been able to delay any impact to the quality of education. This is only delayed and not avoided. In the near future the department will experience extreme difficulties if new equipment in the form of computers and a printer are not purchased. If faculty are not hired student completion will not occur. If supply money is not adequate equipment will be useless and needy students will not be able to complete projects and assignment. If the department is unable to accomplish its mission then it will disappear. If the department disappears the college will lose the opportunity to have one of its most dynamic expansions available. The college will take the first steps in becoming less than what the community needs. The college will cease to exist as a place of education for all of the people with all of their varied interests. The college will begin to do a disservice to the community that it is supposed to serve. The loss of one small department that is connected to the third largest industry in the United States would be a tragedy.

This department has a student body consisting of people from not only Oakland and Berkeley but from Walnut Creek, Concord, Richmond, Hercules, Castro Valley, Dublin, San Ramon, Hayward, and Fremont. These are communities that have community colleges with Graphic Design programs. What motivates students to travel the distance they do? It is the quality and reputation of this department's program, faculty, courses and concern for each individual's success. The impact of a reduction in resources would eliminate all of aforementioned. The department has experienced past cuts that have brought it to no extras. The next cut eliminates the path to a degree or certificate.

- f. *How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?*

If the "current environment means" that things stay as they are now the department will be slowly strangled by the lack new faculty hiring and no funding for the replacement of equipment. If "current environment of reduced resources means" that there will be more cuts to faculty, class section and supply and equipment funds then the department will be strangled quickly.

"How does the department plan to sustain the quality of instruction" was answered previously in the statement that the staff of the department will continue to provide quality educational opportunities by being the "industry trained professionals that they are" and caring about the success of each individual student entering the program. Professionalism will only maintain the standard of excellence achieved by the department if all stays the same. It will not, things will change as noted in previous sections. The department feels that foremost the district and secondarily the college has already set in course the decline in quality of the program by not hiring a replacement for the one full-time instructor/department chair. An early search for an individual that would be able to manage all the tasks and teach the courses now managed by this person would ensure a smooth transition. It is now almost too late for this to happen. The instructor/department chair is expected to retire no later than Spring 2014. This eventuality was mentioned in the Spring 2010 program review.

- g. *What does the department recommend that the college do to maintain quality educational programs and services?*

The department recommends that the lesson to be learned is, there is no such thing as “the department” or “the college”. It is “the people” that can make a difference. The people at the department or college need to get about the work of servicing and educating students or supporting that effort. We need to be honest about why we do what we do. Honest enough to know when we are not doing our best and change. We need to identify the most important aspects of this institution and make sure that they first and foremost have the support and assets needed to deliver quality education to our students. We need to stop giving lip service to ideals and learn to live them. We need to take the “I” out of our motives and put the “We” into our intentions. The department recommends honesty, transparency without fear, integrity and respect in our dealings with each other. We need to open our doors, get out of our offices, look into environments of learning, see students as what they may become, honor the important role that classified staff play, stop all the ridiculous exercises conceived to makes us report that we are doing what is right and good and get about doing more of it, and give faculty the opportunity to put the majority of their time into educational delivery excellence. Excellence in educational delivery requires optimal learning environments, optimal classroom communication, content, and respect, innovation, effective and affective preparation, caring, facilitating learning, teaching individuals, support and encouragement, dedication, informing, developing, challenging, an energetic determination to achieve the best possible results of our efforts for each individual student and do all of this, and probably more, as a natural occurrence of our collective character.

- h. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

## **7. Community Outreach and Articulation**

### ***For Career and Technical Education Programs:***

- a. *Describe the department’s connection with industry.*

The minimum qualifications to be an instructor in this department require that faculty members have at least 6 years of industry related paid work experience and at least an AA/AS degree or 4 years of industry related paid work experience and a BA degree in a related discipline or 2 years of industry related paid work experience and a Master Degree with a BA or MA in a related discipline. The “related paid work experience” required part of the qualifications ensures industry knowledge. Faculty in the department regularly schedule fieldtrips to businesses in the graphic arts industry. Faculty members join trade organizations related to graphic arts.

*Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet?*

Yes. The trade advisory committee meets a minimum of twice a year? It is planned to experiment with an electronic meeting in the future to allow more members to participate.

*Is the program adequately preparing students for careers in the field? How are you assessing this?*

Yes. In the future the department will receive assessment information through the RP Group, a service purchased by CTE programs at Laney College for assessment purposes. Currently assessment comes from job placements which around 11 were reported.

- b. *Have students completing the program attained a foundation of technical and career skills? How do you know?*

Yes. Students have not only attained a foundation of technical and career skills but also a foundation of knowledge of design, practices, and traditions of the industry.

*What are the completion rates in your program?*

Fall 2011 69%

c. *What are the employment placement rates? Include a description of job titles and salaries.*

The college has no placement service for our students. Students report to the department when they have received employment. The last graduating class had a placement rate of about 50%. This is exceptional and above average. Salaries varied from \$12.00 per hour to \$15.00 per hour. Job titles included Graphic Designer, Jr. Designer, Jr. Web Designer, Graphic Artist, Print Shop Manager, Designer Assistant.

*What is the relationship between completion rates and employment rates?*

No data provided by the institution.

*What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information?*

(<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

## Occupation Profile

[Printer Version](#)

Graphic Designers

(SOC Code : 27-1024)

in California

Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

Employers are usually looking for candidates with a Bachelor's degree .

## Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$27.83	\$19.17	\$25.52	\$34.35

[View Wages for All Areas](#) [About Wages](#)

## Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2010 - 2020	37,300	43,300	6,000	16.1	1,760

[View Projections for All Areas](#) [About Projections](#)

## Job Openings from JobCentral National Labor Exchange

[\[Top\]](#)

Enter a Zip Code HTMLDirect  [Find a Zip code in California](#)

Within miles of Zip Code.

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Industries Employing This Occupation (click on Industry Title to View Employers List)

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
<a href="#">Specialized Design Services</a>	11,041	11.1%
<a href="#">Advertising and Related Services</a>	11,135	7.6%
<a href="#">Newspaper, Book, &amp; Directory Publishers</a>	5,436	6.2%
<a href="#">Computer Systems Design and Rel Services</a>	9,880	5.4%
<a href="#">Motion Picture and Video Industries</a>	6,131	5.2%
<a href="#">Printing and Related Support Activities</a>	6,931	5.1%
<a href="#">Management &amp; Technical Consulting Svc</a>	26,120	2.2%
<a href="#">Management of Companies and Enterprises</a>	902	1.9%
<a href="#">Other Miscellaneous Manufacturing</a>	6,680	1.6%
<a href="#">Architectural and Engineering Services</a>	22,920	1.6%
<a href="#">Other Information Services</a>	3,152	1.0%
<a href="#">Electronic Shopping &amp; Mail-Order Houses</a>	990	1.0%

**Occupation Profile**

[Printer Version](#)

Prepress Technicians and Workers  
(SOC Code : 51-5111)  
in California

Set up and prepare material for printing presses. Include prepress functions, such as compositing, typesetting, layout, paste-up, camera operating, scanning, film stripping, and photoengraving.

Employers usually expect an employee in this occupation to be able to do the job after Long-term on-the-job training (> 12 months) .

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Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$22.05	\$15.92	\$20.29	\$27.20

[View Wages for All Areas](#) [About Wages](#)

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Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2010 - 2020	5,300	3,700	-1,600	-30.2	120

[View Projections for All Areas](#) [About Projections](#)

Job Openings from JobCentral National Labor Exchange

[\[Top\]](#)

Enter a Zip Code HTMLDirect

[Find a Zip code in California](#)

Within miles of Zip Code.

Industries Employing This Occupation (click on Industry Title to View Employers List)

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
<a href="#">Printing and Related Support Activities</a>	6,931	63.9%
<a href="#">Newspaper, Book, &amp; Directory Publishers</a>	5,436	17.1%
<a href="#">Specialized Design Services</a>	11,041	3.6%
<a href="#">Advertising and Related Services</a>	11,135	3.4%
<a href="#">Converted Paper Product Manufacturing</a>	649	3.2%

### Occupation Profile

 [Printer Version](#)

Multi-Media Artists and Animators  
(SOC Code : 27-1014)  
in California

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

Employers are usually looking for candidates with a Bachelor's degree .

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$40.77	\$27.25	\$36.44	\$49.44

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2010 - 2020	21,400	23,300	1,900	8.9	700

[View Projections for All Areas](#) [About Projections](#)

Job Openings from JobCentral National Labor Exchange

[\[Top\]](#)

Enter a Zip Code HTMLDirect  [Find a Zip code in California](#)

Within miles of Zip Code.

Industries Employing This Occupation (click on Industry Title to View Employers List)

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
<a href="#">Motion Picture and Video Industries</a>	6,131	16.7%
<a href="#">Software Publishers</a>	257	4.9%
<a href="#">Advertising and Related Services</a>	11,135	3.1%
<a href="#">Computer Systems Design and Rel Services</a>	9,880	3.1%
<a href="#">Specialized Design Services</a>	11,041	3.0%
<a href="#">Independent Artists/Writers/Performers</a>	5,364	2.3%
<a href="#">Other Information Services</a>	3,152	1.9%

**Occupation Profile**

[Printer Version](#)

Desktop Publishers  
(SOC Code : 43-9031)  
in California

Format typescript and graphic elements using computer software to produce publication-ready material. Employers are usually looking for candidates with Post secondary vocational training . View a [Career Video](#) for this occupation from America's Career InfoNet (requires [Windows Media Player](#))

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$21.42	\$15.91	\$20.53	\$26.19

[View Wages for All Areas](#) [About Wages](#)

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Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
California	2010 - 2020	1,700	1,300	-400	-23.5	30

[View Projections for All Areas](#) [About Projections](#)

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Job Openings from JobCentral National Labor Exchange

[\[Top\]](#)

Enter a Zip Code HTMLDirect  [Find a Zip code in California](#)

Within miles of Zip Code.

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Industries Employing This Occupation (click on Industry Title to View Employers List)

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
<a href="#">Newspaper, Book, &amp; Directory Publishers</a>	5,436	37.9%
<a href="#">Printing and Related Support Activities</a>	6,931	24.5%
<a href="#">Other Professional &amp; Technical Services</a>	19,238	3.5%
<a href="#">Software Publishers</a>	257	3.0%
<a href="#">Offices of Real Estate Agents &amp; Brokers</a>		

d. *What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?*

Graphic Design is trending toward the increased use of mobile devices, web design, and motion. Curriculum must be developed in Web Design and Apps. All design areas still rely heavily on the general principles of good design. Typography is essential for all types of design whether static, motion, electronically displayed or printed. A search of the single job title of Junior Web Designer shows that the most looked for qualifications are those of a Graphic Designer and someone acquainted with Typography skills.

***For transfer programs:***

e. *Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?*

Although at Laney College, Graphic Arts is not considered a transfer program about 50% of graduates transfer to 4 year institutions.

The work ethic developed in successful students while in the program and the college level demands in writing and critical thinking serve these students well. The department when sufficient time is available works on articulation with CSU's throughout the Northern California region.

- f. *Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?*

To date no TMC has been developed for Graphic Design. It is currently being developed at the state level. The department chair has been participating in the development of the AA-T in the northern region meetings. The department plans to develop an AA-T degree when statewide TMC is completed.

***For all instructional programs:***

- g. *Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.*

All standing course outlines and all new course outlines are presented to the Trade Advisory Committee before passing through Curriculum Committee and CIPD. Experienced faculty with years of trade experience participate in the development of new courses and programs. In addition an internal review of proposed courses goes to the Laney CTE Advisory Committee for approval. Job placements are closely observed for completing students and internship opportunities for continuing students are monitored for student success.

- h. *Please indicate how many of the full and part time faculty have been evaluated in the last three years.*

None of the faculty have been through a full evaluation within the past three years.

*For faculty that have not been evaluated in the last three years, what are your plans to become current.*  
Department plans are to complete faculty evaluations as time permits.

- i. *Recommendations and priorities.*

The department deems faculty evaluating an important process to assure quality educational delivery within the program. The department regrets that until other higher priority items such as teaching classes, responding to requests for an early program review, curriculum review, typing SLOs into Taskstream, making entries into Curricunet, submitting future summer and fall scheduling, catalog review and editing are completed that faculty evaluations will remain a priority undone.

# Attachment A

Laney College Program Review Data				
Subject: GRART				
Section II Student Data				
Department Overview				
Dimension	Fall 2009	Fall 2010	Fall 2011	
Census Enrollment	459	524	504	
Sections	16	17	15	
Total FTES	45.82	50.39	43.28	
Total FTEF	6.48	7	5.98	
FTES/FTEF	14.14	14.38	14.39	
Student Retention				
Dimension	Fall 2009	Fall 2010	Fall 2011	
Census Enrollment	336	369	321	
Retained	228	263	258	
Retention Rate	68%	71%	80%	
Student Success				
Dimension	Fall 2009	Fall 2010	Fall 2011	
TOTAL GRADED	305	323	299	
Success Grades	154	211	205	
Success Rate	50%	65%	69%	
Section III Faculty Data				
Dimension	Fall 2009	Fall 2010	Fall 2011	
Contract FTEF	0.81	0.9	0.97	
Hourly FTEF	2.21	2.22	1.92	
Extra Service FTEF	0.21	0.38	0.1	
% Contract/Total	0.25	0.26	0.32	
Section IV Faculty Data Comparable Fall 2011				
Dimension	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0	0	0.97	0
Hourly FTEF	0	0	1.92	0
Extra Service FTEF	0	0	0.1	0
Total FTEF	0	0	5.98	0
% Contract/Total	0	0	0.32	0

**Laney College  
Instructional Program Review  
Resource Needs Reporting Template**

Division: Applied, Fine, and Performing Arts (aka. Liberal Arts)		Department/Program: Department: Graphic Arts Program: Applied Graphic Design/Digital Imaging		Contact: Don Petrilli, Dept Chair dpetrilli@peralta.edu	
Item Identified in Program Review (Justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Curriculum
Department Priority #1 – Item 1 Justification – Program Review Page# <ul style="list-style-type: none"> <li>• Page 4-5 Goals# 1-4A,</li> <li>• Page 5 Goal# 4E</li> <li>• Page 8 Item 1, 4</li> <li>• Page 9 Question a</li> <li>• Page 12 Question c part 2,</li> <li>• Page 13 e.</li> </ul> Recommendations and priorities <ul style="list-style-type: none"> <li>• Page 14-15 Question a.1 part B1 &amp; 3</li> <li>• Page 18 Question c. Item 1, Question d Item 1A</li> </ul>	1 Adjunct faculty for Spring 2013 class				
Department Priority #1 – Item 2 Justification – Program Review Page# <ul style="list-style-type: none"> <li>• Page 4-5 Goals# 1-4A,</li> <li>• Page 5 Goal# 4E</li> <li>• Page 8 Item 1, 4 &amp; 5</li> <li>• Page 10 Question a. part 2, e &amp; f</li> <li>• Page 12 Question C part 2,</li> <li>• Page 13 e.</li> </ul> Recommendations and priorities <ul style="list-style-type: none"> <li>• Page 14-15 Question a.1 part A • Page 16 d., Question a. 1 part A1</li> <li>• Page 18-19 Question c. Item 1, Question d Item 1</li> <li>• Page 19 Question d Item 1B, <b>Request for Replacement Faculty</b></li> <li>• Page 22 Question f Item 1</li> <li>• Page 22 Question d Item 1B</li> <li>• Page 24 &amp; 25 Question f</li> </ul>	1 full-time instructor for general graphic design courses/dept. chair				

CAMPUS Priority #1 – Item 1 Justification – Program Review Page# • Pages 7 Item 4 & 5 • Page 16 Question 2 part A1	1 Apple Certified trained member on the campus IT staff. (This should be college-wide funding for all departments using Apple technology)				
Department Priority #2 – Item 1 Justification – Program Review Page# • Page 17 Question b. Item 3				Funding for printer paper and toner, new printer, and student materials	
Department Priority #2 – Item 2 • Page 7 Item 4 • Page 17 Question b item 2 • Page 18 Question c Item 3 • Page 21-22 Item 3			30 Macintosh Computers		
Department Priority #2 – Item 3 Justification – Program Review Page# • Page 18 Question c Item 3			Tables and chairs for A 152		
Department Priority #3 – Item 1 Justification – Program Review Page# • Page 5C Item 1 • Page 8 Item 2 • Page 17 Question b1 • Page 18 Question c Item 2 • Page 20 Question d 2		Phase 1 – Renovation of A153-A154			
Department Priority #3 – Item 2 Justification – Program Review Page# • Page 5C Item 1 • Page 8 Item 2 • Page 17 Question b1 • Page 18 Question c Item 2 • Page 20 Question d 2		Phase 2 – Renovation of A152			
Department Priority #4 – Can be accomplished simultaneously with all other prioritized items. Justification – Program Review Page#					Web Design Certificate development